

Rutgers, the State University of New Jersey
Special Topics in College Student Affairs:
Bystander Intervention in Higher Education
15:245:644:02

Spring 2016

Monday 4:30p.m.-7:10p.m.

VPVA Office- 3 Bartlett Street

Index # 19027

1.5 Credits

Office hours: By appointment

Co-Instructors:

Ruth Anne Koenick

Director

Office for Violence Prevention and Victim

Assistance

(848) 932-1181

Koenick@echo.rutgers.edu

Brady Root

Prevention Education Coordinator

Office for Violence Prevention and Victim

Assistance

(848) 932-1181

bradyroo@echo.rutgers.edu

Course Description:

The purpose of this course is to examine the role of bystander intervention in education, and how it can be applied to a variety of issues currently facing students in college, high school, and middle school. The course will lay the foundation for understanding why people do and do not intervene in certain situations, and how professionals can encourage students to create a strong community based on “helping our neighbors”. In addition to theory, historical, psychological, and cultural context of bystander intervention, the course will specifically look at the role of bystander intervention in education. Topics include, but are not limited to, sexual violence, use of alcohol and other drugs, bullying, bias, academic integrity, vandalism, and invasion of privacy.

Course Objectives

At the conclusion of this course, students will be able to:

- Understand, critically analyze, and apply the knowledge gained on the theories, conceptual frameworks, and research used to explain the effectiveness of bystander intervention
- Recognize the individual, contextual, and environmental factors influencing the occurrence of bystander intervention, including the role of culture and community
- Develop an awareness of how to engage individuals, communities, or organizations in bystander intervention and violence prevention

Based on competency areas adapted from ACPA/NASPA Joint Task Force on Professional Competencies and Standards:

- Address knowledge, skills and attitudes related to providing counseling and advising support, direction, referral and guidance to individuals as it relates to violence prevention and bystander intervention
- Apply bystander intervention skills to learning environments that are enriched with diverse views and people and contribute to an institution that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices
- Integrate ethics into all aspects of bystander intervention and violence prevention
- Understand the present use of bystander intervention based on historical contexts
- Apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice
- Address knowledge, skills and attitudes required of a leader

Theoretical Frameworks

This course will utilize the Theory of Planned Behavior, Social Norms Theory, Diffusion of Innovation Theory, as well as information about the Bystander Effect. Connecting to the profession of Student Affairs, we will use the Social Change Model of Leadership Development. Bystander Intervention is interwoven with the three primary groups that house the critical values of social change. These groups, the individual, the group and the community, all interact with the steps for effective intervention and with the barriers that prevent intervention.

Grading

<u>Activity:</u>	<u>Value:</u>
Class Participation	10%
Applying the Burns Chart	10%
Bystander Intervention Practical Application Paper	40%
Bystander Intervention Practical Application Assignment	40%
TOTAL:	100%

Grading Scale: To calculate final course grade, the numerical values below will be used:

A = 90 or above	B+ = 86-89	B = 80-85	C+ = 76-79	C = 75 or below
A grade of F (numerical value = 0) will be earned for any assignment outstanding at the beginning of the final class meeting. Applicable grade penalties will be factored into the evaluation of assignments submitted after the stipulated deadline.				

Academic Integrity

Students are expected to review and abide by the University’s Policy on Academic Integrity. You should particularly note the issues on plagiarism. See: <http://academicintegrity.rutgers.edu/integrity.shtml>

Attendance

Students are expected to attend all scheduled seminar sessions and be prepared to discuss the topic scheduled for the day, including assigned readings. You must sign in each class and if you do not sign in, it means you are not in class.

Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 848-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.

Electronics

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

Audio& Video Taping Policy

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Assignments

Required Reading

All readings for this class will be available for download from the eCollege website.

Burn's "situational model of sexual assault prevention through bystander intervention" chart

Due February 1st

Select a topic that you will use for your paper and for your practical application. Take the "Burns chart" and complete the last two columns so that it connects with **your** issue. Write no more than a two page attachment to the chart, explaining what you did and what you will be addressing both in your paper and in your practical application.

Around the Country—Looking at Other Colleges and Universities

Due February 22nd

You will select a college or university that is part of The BIG10. AAU, or other institution and find one that has a Bystander Intervention program. Review what they have and make a list of what you find, according to the handout you will get on the first day of class. Be prepared for discussion in class regarding what you found. You must submit the name of the institution you selected to the instructors no later than February 15, 2016.

Bystander Intervention Practical Application Assignment

Due February 29th

You will select an issue, based on your current work/internship/field placement, and write an analysis of this issue based on Burn's "situational model of sexual assault prevention through bystander intervention". You will create your own chart and write a paper using current research and information on your selected issue, that does the following:

- For each step in the chart assess the barriers to bystander intervention for this particular event.
- How those involved could overcome the barriers to effectively intervene.
- Some examples of topics you may choose are: bullying in high schools or middle schools, sexual violence, child sexual abuse, binge drinking, hazing, etc.

THEN

- Bringing theory to practice—with the option of working in pairs or individually, you will create a bystander intervention awareness campaign based on your previously chosen research issue.
- The finished product should speak to your audience of choice and should motivate that audience to intervene on the issue you choose.
- You will be expected to present your campaign to the class on February 29th and will submit a 6-8 page paper documenting the process of creating the campaign.

- This should include research related to your issue, as well as the demographic you are trying to reach in creating the campaign.
- The final product can be a video, a poster campaign, a web page, flyers, etc. but it has to be something that can reach a large number of people.

Course Schedule/Progression of Topics

Week 1: January 25th

Course overview

SCREAMing to Prevent Violence-Performance

SCREAMing to Prevent Violence-You Choose

Readings for discussion:

Burn, Shawn Meghan, A Situational Model of Sexual Assault Prevention Through Bystander Intervention, Sex Roles, Vol. 60, 2009

Week 2: February 1st

Climate Survey Results and Discussion

Theoretical Foundations

Readings for discussion:

- *Darley, John and Latane, Bibb, Bystander Intervention in Emergencies: Diffusion of Responsibility, Journal of Personality and Social Psychology, 1968*
- *McMahon, Sarah and Banyard, Victoria, When Can I Help? A Conceptual Framework for the Prevention of Sexual Violence Through Bystander Intervention, Journal of Trauma, Violence and Abuse, 2012*
- *Conceptualizing the Engaging Bystander Approach to Sexual Violence Prevention on College Campuses, McMahon, S., Postmus, J., and Koenick, R.A., , Journal of College Student Development, 2011.*
- *Manning, R., Levine, M. & Collins, A. (2007). The Kitty Genovese murder and the social psychology of helping: The parable of the 38 witnesses. American Psychologist, 62(6), 555-562.*
- *Gansberg, Martin, 37 Who Saw Murder Didn't Call the Police, New York Times, March 27, 1964*

Week 3: February 8th

SCREAMing to Prevent Violence—Acting Makes a Difference

Theoretical Foundations continued

Topic selected for paper and awareness campaign due to instructor

Readings for discussion:

- Carlson, Melanie, *I'd Rather Go Along and Be Considered A Man: Masculinity and Bystander Intervention*, *Journal of Men's Studies*, Winter 2008
- McMahon, Sarah and Dick, Alexandria, "Being in a Room with Like-Minded Men": An Exploratory Study of Men's Participation in a Bystander Intervention Program to Prevent Intimate Partner Violence, *The Journal of Men's Studies*, Vol. 19, No.1, Winter 2011
- Freeh Sporkin & Sullivan, LLP, *Report of the Special Investigative Counsel Regarding the Actions of The Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky, Executive Summary*, July 12, 2012
- Klosterman, Chuck, *A Bystander's Crime*, *The New York Times*, August 10, 2012

Week 4: February 15th

History of Bystander Intervention

Discussion of Identifying the Bystander

Reading for discussion:

- Bar-On, Dan, *The Bystander in Relation to the Victim and the Perpetrator: Today and During the Holocaust*, *Social Justice Research*, Vol. 14, No. 2, June 2001

Week 5: February 22nd

Discussion on what is happening at other colleges and universities in terms of bystander intervention programming

Booster session: SCREAMing to Prevent Violence

Barriers to effective bystander intervention and ways to overcome those barriers

Reading for discussion:

- Levine, et al, *Identity and Emergency Intervention: How Social Group Membership and Inclusiveness of Group Boundaries Shape Helping Behavior*, *Personality and Social Psychology Bulletin*, 31:443, 2005
- Zoccola, P. et al, *The Embarrassed Bystander: Embarrassability and the Inhibition of Helping*, *Personality and Individual Differences*, 2011
- Voelpel, Sven, et al, *David against Goliath? Group Size and Bystander Effects in Virtual Knowledge Sharing*, *Human Relations*, 61:271, 2008
- Nelson, Jacqueline K. and Dunn, Kevin M., *Paradies, Yin, Bystander Anti-Racism: A Review of the Literature*, *Analyses of Social Issues and Public Policy*, Vol. 11, No. 1, 2011

Week 6: February 29th

Current trends in bystander intervention as a strategy for violence prevention
Student leadership

Reading for discussion:

- *Mitchell and Freitag, Forum Theatre for Bystanders: A New Model for Gender Violence Prevention, Violence Against Women, 17:990, 2011*
- *Banyard, Moynihan, and Crossman, Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders, Journal of College Student Development, Volume 50, No. 4, 2009*
- *Van Heugten, Kate, Theorizing Active Bystanders as Change Agents in Workplace Bullying of Social Workers, Families in Society: The Journal of Contemporary Social Services, 2011*
- *Scully, Maureen and Rowe, Mary, Bystander Training within Organizations, Journal of the International Ombudsman Association, Vol. 2, No. 1, 2009*

Week 7: March 7th

Special guest: How to engage and work with specific populations
SCREAM Theater performance
Course wrap-up and discussion